

# Alamo Heights Independent School District

## Staff and Community Engagement Tool 2015-2016



### **Mission:**

The Alamo Heights Independent School District, the heart of our community whose passion is excellence, will educate and empower every student to excel academically and as a confident, compassionate citizen with impeccable character and a global perspective through engaging, personally challenging, and relevant experiences that inspire learning for life.

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Staff and Community Engagement Tool

Overall District Rating for Performance  
In Community Engagement  
2015-2016

**ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT  
STAFF AND COMMUNITY ENGAGEMENT TOOL  
INDIVIDUAL CAMPUS RATINGS**

**HOWARD  
ELEMENTARY**

**CAMBRIDGE  
ELEMENTARY**

**WOODRIDGE  
ELEMENTARY**

**ALAMO HEIGHTS  
JUNIOR SCHOOL**

**ALAMO HEIGHTS  
HIGH SCHOOL**

Howard Early Childhood Center  
Overall Rating for Performance  
In Community Engagement  
2015-2016

Cambridge Elementary School  
Overall Rating for Performance  
In Community Engagement  
2015-2016

Overall Rating for Performance in Community Engagement  
 Cambridge Elementary  
 Alamo Heights Independent School District

| Category                         | Rating           |
|----------------------------------|------------------|
| Fine Arts                        | Exemplary        |
| Wellness                         | Exemplary        |
| Community and Parent Involvement | Exemplary        |
| Workforce Development            | Recognized       |
| Digital Learning                 | Recognized       |
| Gifted and Talented Programs     | Exemplary        |
| Dropout Prevention               | Recognized       |
| Second Language Acquisition      | Acceptable       |
| Compliance                       | Exemplary        |
|                                  |                  |
| <b>Overall Campus Rating</b>     | <b>Exemplary</b> |
| Principal Name                   | Mrs. Laurel Babb |
| Date                             | 6/21/2016        |

| Fine Arts |   |   |  |  |  |   | Exemplary   |
|-----------|---|---|--|--|--|---|---|
|           | Performance Measure   | Data Source   | Unacceptable   | Acceptable   | Recognized   | Exemplary   | Data collection   |
| 1         | Enrollment of students in fine art courses  | Campus<br>(Source Master Schedule)                        | Less than 40% of students are enrolled in a Fine Arts course | 40 to 49% of students are enrolled in a Fine Arts course | 50 to 59% of students are enrolled in a Fine Arts course | <b>60% or more of students are enrolled in a Fine Arts course</b> | Elementary schools - everyone takes Art and Music 1 - 5 (strings instead of Music grades 4-5).<br>100% of students participate in Fine Arts |
| 2         | Number of Programs with a parent support group (ei: Band, String, Choir, Arts, Theatre) | Campus<br>(Source PTO Website)                            | 20.00%   | 40.00%   | 60.00%   | <b>80% - 100%</b>   | Friends of Strings,<br>PTO Committees for 2nd Grade musical,<br>4th Grade Musical and Family Art Night.                                     |
| 3         | Performance/Special Assemblies/Public Performance opportunities Per Program             | Campus<br>(Source Master Calendar and Fine Arts Teachers) | 1 opportunity  | 2 opportunities  | 3 opportunities  | <b>4 or more opportunities</b>                                    | Strings - 14 performances<br>Music - 16 performances<br>Art - 6 performances  |



| Wellness and Physical Education |  |  |   |   |   |   | Exemplary  |
|---------------------------------|--|--|---|---|---|---|--|
|                                 | Performance Measure  | Data Source                                | Unacceptable  | Acceptable  | Recognized  | Exemplary   | Data collection.   |
| 1                               | TEKS Based Health Education  | Campus<br>(Source PE Curriculum Documents) | <60 % of Health TEKS included in curriculum                               | 60 % of Health TEKS included in curriculum          | 80 % of Health TEKS included in curriculum          | <b>100% of required number of Health TEKS included campus curriculum.</b> | 100% of required number of Health TEKS included in combined PE, classroom and nurse curriculums. |
| 2                               | Physical Activity Requirements or Recommendations Met- All students should have 135 minutes of physical activity a week  | Campus<br>(Source Master Schedule)         | <60% of required number of physical activity minutes (135 minutes a week) | 60% of required number of physical activity minutes | 80% of required number of physical activity minutes | <b>100% of required number of physical activity minutes.</b>              | 100% of required number of physical activity minutes. Students average 150 minutes of PE a week. |
| 3                               | Health Services - Full time Nurse; Height and weight checks; Vision and Sight Screening; Clear emergency procedures; Clear procedures for medicines in schools | Campus<br>(Source Kathi Martinez, RN)      | 1 out of 5 indicators met   | 2 out of 5 indicators met                           | 3 or 4 indicators met                               | <b>All indicators are met</b>   | Full time nurse.- Virginia Dameron Height and Weight Checks-                                     |

| Community and Parent Involvement |                                |   |  |  |   |  | Exemplary   |
|----------------------------------|--------------------------------|---|--|--|---|--|---|
|                                  | Performance Measure            | Data Source   | Unacceptable   | Acceptable   | Recognized  | Exemplary  | Data Collection   |
| 1                                | Community Engagement           | Support for Cambridge PTO<br>(Source PTO President)   | <\$25,000  | \$25,000- \$89,000                                     | <b>\$90,000- \$119,000</b>  | Amount over \$120,000  | 2016- \$118,000<br>2015- \$173,333<br>2014- \$133,991<br>2013- \$128,033  |
| 2                                | Community Engagement           | Membership in Cambridge PTO<br>(Source PTO President)   | Decrease of > 15%                                      | Decrease of 4-15%                                      | <b>Number of members remained the same or Increase/Decrease of 1-3%</b> | Increase of > 2%   | 2016- 314 members (694 volunteers)<br>2015- 354 members<br>2014- 366 members<br>2013- 337 members   |
| 3                                | Family Engagement              | Number of participants at district family events- Showcase of Engaged Learners<br>(Source Sandra Shelton, Director of Technology) | > 1% of total campus students and teachers participate | 1-4% of total campus students and teachers participate | 5-9% of total campus students and teachers participate                  | <b>&gt; 10% of total campus students and teacher participate</b> | <b>2016</b> 82 students = 10%<br>8 teachers = 20% <b>2015</b> 75 students = 10% Students<br>11 teachers = 18% Teachers  |
| 4                                | Communication                  | Number of parents participating in Spring 2015 conferences<br>(Source Teacher Survey)   | Less than 50% participation                            | 51- 70% participation                                  | 71- 89% participation   | <b>90-100 % participation</b>                                    | 2016- 96%<br>2015- 97%<br>2014- 94%   |
| 5                                | Communication                  | Number of campuses offering Back to School Night Sessions<br>(Source Master Calendar)   | Less than 50%  | 51- 70% participation                                  | 71- 99% participation   | <b>100 % participation</b>                                       | 2015- All five campuses offered Back to School Nights for parents and guardians<br><br>2015 79% of parents attended BTS Night (Based on classroom sign-in sheets) |
| 6                                | Community Service for students | Number of campus programs offering support for students and families in need.<br>(Source Counselors)                              | No programs  | 1 program  | 2-3 programs  | <b>4 or more programs</b>  | Snack Packs<br>Cambridge Cares<br>Vision Program<br>Angel Network<br>Thanksgiving Dinner Project  |

| 21st Century Workforce Development |   |                               |                         |                            |                             |                                   | Exemplary  |
|------------------------------------|---|-------------------------------|-------------------------|----------------------------|-----------------------------|-----------------------------------|--|
|                                    | Performance Measure   | Data Source                   | Unacceptable            | Acceptable                 | Recognized                  | Exemplary                         | Data Collection  |
| 1                                  | Percentage of students scoring at Advanced Performance Level on STAAR | Campus<br>(Source-STAAR Data) | > 10% of total students | 11% -20% of total students | 21% - 39% of total students | <b>&gt; 40% of total students</b> | 2016 - 41% Overall Advanced Performance on Reading<br>2015 - 41% Overall Advanced Performance on Reading<br>2014 - 29% Overall Advanced Performance on Reading |

| Digital Learning Environment |  |   |   |  |   |   | Recognized   |
|------------------------------|--|---|---|--|---|---|--|
|                              | Performance Measure  | Data Source   | Unacceptable  | Acceptable   | Recognized  | Exemplary   | Data Collection  |
| 1                            | Teacher Competency / Proficiency Rate (% of teachers who meet district tech proficiency requirements.)               | Campus<br>(Source LoTi Survey)                            | 50% or more of teachers at each campus are LoTi Level 2 and below.                | 50% of teachers at each campus are LoTi Level 3 and above.                         | 50% of teachers at each campus are LoTi Level 4a and above.                         | 25% of teachers at each campus are LoTi Level 4B and above.                       | Tool: LoTi survey (www.lotilounge.com) Current Status: (Acceptable)<br>LoTi level 0 = 3 (7%),<br>LoTi level 1 = 2 (5%),<br>LoTi level 2 = 25 (58%),<br>LoTi level 3 = 8 (19%), |
| 2                            | Professional development digital learning environment opportunities PD sessions offered (and number of participants) | Campus<br>(Source Sandra Shelton, Director of Technology) | <3 professional development or learning sessions for digital learning environment | 3-5 professional development or learning sessions for digital learning environment | 6-8 professional development or learning sessions for digital learning environments | >8 professional development or learning sessions for digital learning environment | Fall learning day tech session for all teachers<br>Staff Development specific to interventionists, special ed, 3rd grade<br>One teacher requested individual tech coaching     |

| Educational Programs for Gifted and Talented Students |   |  |   |   |   |   | Exemplary  |
|---|---|--|---|---|---|---|--|
|   | Performance Measure   | Data Source  | Unacceptable  | Acceptable  | Recognized  | Exemplary   | Data Collection  |
| 1   | GT Teachers Meeting State GT Hours Requirements (K-12)  | Campus<br>(Source Personnel Staff Development Records) | < 100% GT Teachers Meeting State Requirements   | 100% GT Teachers Meeting State Requirements   | 100% GT Teachers Meeting State Requirements AND 20% of those GT teachers have 3 Additional Hours            | <b>100% GT Teachers Meeting State Requirements AND &gt;20% of those GT teachers have 6 or more Additional Hours</b> | All teachers in GT meet state requirements in certifications   |
| 2   | Parental Involvement Opportunities for GT Program Options (K-12)  | Campus<br>(Source Ann Veazy)                           | Less than One Parental Involvement Opportunity during an academic year                                    | One Parental Involvement Opportunity during an academic year  | Two Parental Involvement Opportunities during an academic year  | <b>Three or More Parental Involvement Opportunities during an academic year</b>                                     | At elementary, we have celebrations of learning, meeting of the minds celebrations, information sessions relating to qualification for program services, information sessions relating to assessment information, parent chaperones on field trips and service activities. |
| 3   | Extra curricular opportunities for in which students can interact outside the classroom with other GT students (Robotics, DI, Science Olympiad) | Campus<br>(Source Ann Veazy)                           | No extracurricular activities offered for GT students   | 1 or 2 opportunities for extracurricular involvement  | 3 extracurricular clubs or opportunities for GT students  | <b>More than 3 extracurricular clubs or opportunities for GT students</b>   | Elementary: Destination Imagination, Robotics. Meeting of the Minds, Parklane Service Project  |
| 4   | Elementary Classroom Teachers of GT students meet State GT Hour Requirements  | Campus<br>(Source Personnel Staff Development Records) | Less than 50% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates yearly | 50% of Classroom Teachers meet the 30 hour foundational training plus additional 6 hour annual update | <b>60-70% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates annually</b> | 80 % of Classroom teachers meet the 30 hour foundational training plus additional 6 hour updates yearly             | <b>2016</b> 27/39 teachers meet GT training requirements and yearly update for 2015-2016<br>69% <b>2015</b> 18/39 teachers meet GT training requirements and yearly update for 2014-2015<br>46%  |

| Dropout Prevention |  |   |              |            |            |           | Acceptable   |
|--------------------|--|---|--------------|------------|------------|-----------|--|
|                    | Performance Measure  | Data Source   | Unacceptable | Acceptable | Recognized | Exemplary | Data Collection  |
| 1                  | Of at-risk students identified as needing a mentor, the percent assigned a mentor. | Campus<br>(Source Lauren Boyer, Counselor)          | <50%         | 50%-60%    | 60%-70%    | >70%      | 2015-2016 10 mentors at Cambridge<br>10 out of 40 students received mentors<br>25%<br><br>2014-2015 1 mentor at Cambridge<br>2 out of 35 students received mentors<br>5%<br><br>2013-2014<br>5 Mentors at Cambridge<br>4 out of 11 identified students received mentors<br>36% |
| 2                  | Attendance Rates for At-Risk Summer School (Pre-K - 8th)                           | Campus<br>(Source Summer School Attendance Records) | <70%         | 70%-80%    | 80%-90%    | >90%      | 91% summer 2015<br>94% summer 2014   |

| Second Language Acquisition Program |   |  |   |   |   |   | Recognized   |   |
|-------------------------------------|---|--|---|---|---|---|--|---|
|                                     | Performance Measure   | Data Source  | Question  | Unacceptable                                | Acceptable  | Recognized                                      | Exemplary  | List samples of data collection.  |
| 1                                   | English Language Development Progress through TELPAS  | Campus<br>(Source TELPAS 2015 data)  | What Percentage of students progressed at least one proficiency level from 2014-2015?   | >39%  | 40-49%  | 50-59%  | >60%   | 24 out of 38 students progressed at least one proficiency level from 2015-2016.<br>63% 19 out of 20 students progressed at least one proficiency level from 2014-2015.<br>95%<br><br>7 out of 17 students progressed at least one proficiency level from 2013- 2014.<br>41% |
| 2                                   | Teacher Preparation (Teachers trained in ELPS/ SIOP or ESL who have ELL students in their classrooms) | Campus<br><br>Campus bilingual leadership teams maintain records of ELPS content/ SIOP and ESL trained teachers as well as ELL students and check and maintain schedules accordingly | How many teachers have been trained appropriately?<br>How many teacher should have been trained?                                | Below 59% trained                           | 60%-74% trained   | <b>75%-89% trained</b>                          | 90%-100% trained   | 2016- 30 Teachers ESL/Bilingual or ELPS Certified<br>39 teachers total = 77%<br><br>2015- 30 Teachers ESL/Bilingual or ELPS Certified<br>38 teachers total = 78%<br><br>2014- 29 Teachers ESL/Bilingual or ELP Certified<br>39 Teachers total = 74%                         |
| 3                                   | Inclusive community opportunities offered for ELL parents   | Campus<br>(Source: Gabby Joseph, Bilingual Coordinator)  | How many community opportunities are offered for 2nd Language Learner Families ?  | No events offered for ELL Parents on campus | 1 event offered annually for ELL parents                    | 2-3 events offered annually for ELL parents     | <b>4 or more events offered annually for ELL parents</b> | Elementary events: Academia de Padres and ESL Classes<br><br>Cambridge events: Tamalada, Dia de los Muertos alter displays, Visiting bilingual author, Dia de los Niños in April  |
| 4                                   | Progress on STAAR Test  | Campus<br>(Source 2015 STAAR)  | What % of 4th -5th Grade LEP Students score at Met or Exceeded Progress on STAAR  | 60-69%                                      | <b>70-79%</b>   | 80-89%  | >90%   | 2016 Reading LEP (13 students)<br>62% Met<br>6% Exceeded<br>2015 Reading LEP (13 students)<br>0% Met<br>80% Exceeded<br><br>2014 Reading 4th Grade LEP (5 students)<br>0% Met<br>100% Exceeded  |
| 5                                   | Spanish Language Proficiency for Spanish Immersion Students in 5th Grade                              | Campus<br>( STAMP 4e Proficiency Scores)   | What is the average combined proficiency (reading, writing, speaking listening) score for 5th grade Spanish Immersion students? | Combined Proficiency at Novice 1-2          | Combined Proficiency at Novice High to Intermediate Low 3-4 | <b>Combined Proficiency at Intermediate 4-5</b> | Combined Proficiency at Intermediate High to Advanced >5 | 2016 4.31<br>2013 3.87<br><br>Novice 1-3<br>Intermediate 4-5<br>Advanced 6  |

| Compliance |                              |   |   |  |  |  | Exemplary  |
|------------|------------------------------|---|---|--|--|--|--|
|            | Performance Measure          | Data Source   | Unacceptable                            | Acceptable                                   | Recognized                                   | Exemplary                                | Data Collection  |
| 1          | Required Reports             | Campus<br>(Source Frank Alfaro)                     | <75% of data reporting requirements met | 75% - 84% of data reporting requirements met | 85% - 94% of data reporting requirements met | ≥ 95% of data reporting requirements met | Annual PEIMS submissions on time<br>NCLB compliance reports<br>Special education compliance reports<br>NCLB Highly Qualified compliance reports  |
| 2          | Academic Notices / Reports   | Campus<br>(Source Frank Alfaro and Lauren Boyer)    | <75% of data reporting requirements met | 75% - 84% of data reporting requirements met | 85% - 94% of data reporting requirements met | ≥ 95% of data reporting requirements met | Campus Improvement Plan containing required elements<br>Campus Comprehensive Needs Assessment (CNA)<br>State School Report Cards posted<br>STAAR Confidential Student Reports (to parents)   |
| 3          | Required Groups and Meetings | Campus<br>(Source Master Calendar)                  | <75% of data reporting requirements met | 75% - 84% of data reporting requirements met | 85% - 94% of data reporting requirements met | ≥ 95% of data reporting requirements met | Campus SBDM<br>Members on School Health Advisory Council (SHAC)<br>Fitnessgram Assessment grades 3-12  |
| 4          | Required student forms       | Campus<br>(Source Alamo Heights/Cambridge Web Site) | <75% of data reporting requirements met | 75% - 84% of data reporting requirements met | 85% - 94% of data reporting requirements met | ≥ 95% of data reporting requirements met | Home Language Survey: required for registration<br>Migrant survey: required for registration<br>Shots and Immunizations: required for registration<br>Free/reduced lunch forms: included in the packet; not required to for registration<br>Student Code of Conduct and Handbook required forms: required for technology use |



Woodridge Elementary School  
Overall Rating for Performance  
In Community Engagement  
2015-2016

Overall Rating for Performance in Community Engagement  
 Woodridge Elementary  
 Alamo Heights Independent School District

| Category                         | Rating               |
|----------------------------------|----------------------|
| Fine Arts                        | Exemplary            |
| Wellness                         | Exemplary            |
| Community And Parent Involvement | Exemplary            |
| Workforce Development            | Recognized           |
| Digital Learning                 | Recognized           |
| Gifted and Talented Programs     | Exemplary            |
| Dropout Prevention               | Exemplary            |
| Second Language Acquisition      | Recognized           |
| Compliance                       | Exemplary            |
|                                  |                      |
| <b>Overall Campus Rating</b>     | <b>Exemplary</b>     |
| Principal Name                   | Mrs. Debbie Garinger |
| Date                             | 6/21/2016            |

| Fine Arts |   |   |  |  |  |   | Exemplary   |
|-----------|---|---|--|--|--|---|---|
|           | Performance Measure   | Data Source   | Unacceptable   | Acceptable   | Recognized   | Exemplary   | Data collection   |
| 1         | Enrollment of students in fine art courses  | Campus<br>(Source Master Schedule)                        | Less than 40% of students are enrolled in a Fine Arts course | 40 to 49% of students are enrolled in a Fine Arts course | 50 to 59% of students are enrolled in a Fine Arts course | <b>60% or more of students are enrolled in a Fine Arts course</b> | Elementary schools - everyone takes Art and Music 1 - 5 (strings instead of Music grades 4-5).<br>100% of students participate in Fine Arts       |
| 2         | Number of Programs with a parent support group (ei: Band, String, Choir, Arts, Theatre) | Campus<br>(Source PTO Website)                            | 20.00%   | <b>40.00%</b>  | <b>60.00%</b>  | 80% - 100%  | Friends of Strings, Art to Remember PTO Liason<br>No standing support groups for music and art; however, parents do volunteer with these programs |
| 3         | Performance/Special Assemblies/Public Performance opportunities Per Program             | Campus<br>(Source Master Calendar and Fine Arts Teachers) | 1 opportunity  | 2 opportunities  | 3 opportunities  | <b>4 or more opportunities</b>                                    | Music performances- 13 performances<br>Strings does 8 performances plus the side-by side concert with HS and MS students.<br>Special Spectacular  |

| Wellness and Physical Fitness |  |   |   |  |  |   | Exemplary  |
|-------------------------------|--|---|---|--|--|---|--|
|                               | Performance Measure  | Data Source   | Unacceptable  | Acceptable   | Recognized   | Exemplary   | Data collection.   |
| 1                             | TEKS Based Health Education  | Campus<br><br>(Source PE Curriculum Documents)          | <60 % of Health TEKS included in curriculum                               | 60 -79% of Health TEKS included in curriculum          | 80-99 % of Health TEKS included in curriculum          | <b>100% of required number of Health TEKS included campus curriculum.</b> | 100% of required number of Health TEKS included in combined PE, classroom and nurse curriculums.   |
| 2                             | Physical Activity Requirements or Recommendations Met- All students should have 135 minutes of physical activity a week  | Campus<br><br>(Source Master Schedule)                  | <60% of required number of physical activity minutes (135 minutes a week) | 60-79% of required number of physical activity minutes | 80-99% of required number of physical activity minutes | <b>100% of required number of physical activity minutes.</b>              | 100% of required number of physical activity minutes.<br><br>Students average 150 minutes of PE a week.<br><br>Required 135 minutes of physical activity a week  |
| 3                             | Health Services - Full time Nurse; Height and weight checks; Vision and Sight Screening; Clear emergency procedures; Clear procedures for medicines in schools | Campus<br><br>(Source Kathi Martinez, RN Head AH Nurse) | 1 our of 5 indicators met   | 2 out of 5 indicators met                              | 3 or 4 indicators met                                  | <b>all indicators are met</b>   | Full time nurse- Jennifer Brooks-Gilliam<br>Height and Weight Checks- Grades 1,3,5<br>Vision and Hearning- Grades 1,3,5<br>Clear emergency procedures (flip chart in each room)<br>Clear procedures for medicines in school. |

## Community and Parent Involvement

## Exemplary

|   | Performance Measure           | Data Source   | Unacceptable   | Acceptable   | Recognized   | Exemplary  | Data Collection   |
|---|-------------------------------|---|--|--|--|--|---|
| 1 | Community Engagement          | Support for Woodridge PTO<br><br>(Source PTO President)   | <\$25,000  | \$25,000- \$89,000                                     | \$90,000- \$119,000                                    | <b>Amount over \$120,000</b>                                     | 2016- ~ \$140,000 (as of 4/2016)<br>2015- \$174,783<br>2014- \$143,064  |
| 2 | Community Engagement          | Membership in Woodridge PTO<br><br>(Source PTO President, Brooke Peacock)   | < 199  | 200-299  | 300-399  | <b>Greater than 400</b>  | 2016- 456 members<br>2015- 439 members<br>2014- 435 members   |
| 3 | Family Engagement             | Number of participants at district family events- Showcase of Engaged Learners<br><br>(Source Sandra Shelton, Director of Technology) | > 1% of total campus students and teachers participate | 1-4% of total campus students and teachers participate | 5-9% of total campus students and teachers participate | <b>&gt; 10% of total campus students and teacher participate</b> | 169 students and 14 teachers in 2016<br>18% students and 31% teachers<br><br>125 students and 19 teachers in 2015<br>13% Participation Students/ 29 % Participation Teachers<br><br>930 students and 45 teachers  |
| 4 | Communication                 | Number of parents participating in parent/teacher conferences<br><br>(Source Teacher Survey)  | Less than 50% participation                            | 51- 70% participation                                  | 71- 89% participation                                  | <b>90-100 % participation</b>                                    | 2015-2016 96%<br>2014-2015 97%<br>2013-2014 94%   |
| 5 | Communication                 | Number of campuses offering Back to School Night Sessions<br><br>(Source Master Calendar)   | Less than 50%  | 51- 70% participation                                  | 71- 99% participation                                  | <b>100 % participation</b>                                       | 2015- All five campuses offered Back to School Nights for parents and guardians<br><br>79% of WE parents attended Back to School Night  |
| 6 | Community Service by students | Number of campus programs offering community support<br><br>(Source Counselors)   | No programs  | 1 program  | 2-3 programs   | <b>4 or more programs</b>  | Food Drive for San Antonio Food Bank<br>Random Acts of Kindness Week<br>Kindness Matters Campaign<br>Specials Spectacular<br>Student Council Campus Clean Up<br>Student Council Cardboard Kids for SA<br>Woodridge Dad's Club<br>Chain Reaction Week<br>SnackPak4 Kids<br><br>Clean Water for Africa (5th grade Bilingual & Spanish Immersion classes)<br>Holiday letters to Soldiers (5th grade only)<br>Tamalada (DL & Spanish Immersion families)<br>Academia De Padres (Spanish speaking families)<br>Local nursing home (4 X per year) |

| 21st Century Workforce Development |   |                                |                         |                            |                                    |                         | Recognized   |
|------------------------------------|---|--------------------------------|-------------------------|----------------------------|------------------------------------|-------------------------|--|
|                                    | Performance Measure   | Data Source                    | Unacceptable            | Acceptable                 | Recognized                         | Exemplary               | Data Collection  |
| 1                                  | Percentage of students scoring at Advanced Performance Level on STAAR | Campus<br>(Source- STAAR Data) | > 10% of total students | 11% -20% of total students | <b>21% - 39% of total students</b> | > 40% of total students | 2015-2016 Overall 37% (includes only reading)<br>2014-2015 Overall 34% (includes only reading because math passing standard not yet determined)<br>2013-2014 Overall 25% (includes math and reading) |

| Digital Learning Environment |  |  |   |   |  |   | Recognized  |
|------------------------------|--|--|---|---|--|---|---|
|                              | Performance Measure  | Data Source  | Unacceptable  | Acceptable  | Recognized   | Exemplary   | Data Collection   |
| 1                            | Teacher Competency / Proficiency Rate (% of teachers who meet district tech proficiency requirements.)               | Campus<br><br>(Source 2015 LoTi Survey)                    | <b>50% or more of teachers at each campus are LoTi Level 2 and below.</b>         | 50% of teachers at each campus are LoTi Level 3 and above.                                | 50% of teachers at each campus are LoTi Level 4a and above.                                | 25% of teachers at each campus are LoTi Level 4B and above.                       | 2016- 51% of teachers at Level 3 or higher<br><br>"Tool: LoTi survey (www.lotilounge.com) Current Status: (Acceptable)<br><br>LoTi level 0 = 2 (4%),<br>LoTi level 1 = 4 (7%),<br>LoTi level 2 = 32 (58%),<br>LoTi level 3 = 7 (13%),<br>LoTi level 4a = 3(5%),<br>LoTi level 4b = 5 (9%),<br>LoTi level 5 = 1 (2%) |
| 2                            | Professional development digital learning environment opportunities PD sessions offered (and number of participants) | Campus<br><br>(Source Sandra Shelton, Technology Director) | <3 professional development or learning sessions for digital learning environment | <b>3-5 professional development or learning sessions for digital learning environment</b> | <b>6-8 professional development or learning sessions for digital learning environments</b> | >8 professional development or learning sessions for digital learning environment | 2015-2016<br>One adult learning session after school with 4 presentation choices.<br>One adult learning after school with 2 presentation choices.<br>Individual coaching with teachers.<br>5 Woodridge teachers participated in individual coaching<br><br>2014-2015<br>7 sessions for entire staff                 |

| Educational Programs for Gifted and Talented Students |   |  |   |   |  |   | Exemplary  |
|---|---|--|---|---|--|---|--|
|   | Performance Measure   | Data Source  | Unacceptable  | Acceptable  | Recognized   | Exemplary   | Data Collection  |
| 1   | GT Teachers Meeting State GT Hours Requirements (K-12)  | Campus<br>(Source Personnel Staff Development Records) | < 100% GT Teachers Meeting State Requirements   | 100% GT Teachers Meeting State Requirements   | 100% GT Teachers Meeting State Requirements AND 20% of those GT teachers have 3 Additional Hours     | <b>100% GT Teachers Meeting State Requirements AND &gt;20% of those GT teachers have 6 or more Additional Hours</b> | All teachers in GT meet state requirements in certifications   |
| 2   | Parental Involvement Opportunities for GT Program Options (K-12)  | Campus<br>(Source Ann Veazy, GT Coordinator)           | Less than One Parental Involvement Opportunity during an academic year                                    | One Parental Involvement Opportunity during an academic year  | Two Parental Involvement Opportunities during an academic year                                       | <b>Three or More Parental Involvement Opportunities during an academic year</b>                                     | At elementary, we have celebrations of learning, meeting of the minds celebrations, information sessions relating to qualification for program services, information sessions relating to assessment information, parent chaperones on field trips and service activities. |
| 3   | Extra curricular opportunities for in which students can interact outside the classroom with other GT students (Robotics, DI, Science Olympiad) | Campus<br>(Source Ann Veazy, GT Coordinator)           | No extracurricular activities offered for GT students   | 1 or 2 opportunities for extracurricular involvement  | <b>3 extracurricular clubs or opportunities for GT students</b>                                      | <b>More than 3 extracurricular clubs or opportunities for GT students</b>   | Elementary: Destination Imagination, Robotics, Meeting of the Minds, UIL events and competition<br>2016- 42 participants in DI (7 teams)<br>Service project at Parklane Nursing Home   |
| 4   | Elementary Classroom Teachers of GT students meet State GT Hour Requirements  | Personnel Staff Development                            | Less than 50% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates yearly | 50% of Classroom Teachers meet the 30 hour foundational training plus additional 6 hour annual update | 60-70% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates annually | <b>80 % of Classroom teachers meet the 30 hour foundational training plus additional 6 hour updates yearly</b>      | 2016 96% of WE teachers meet GT training requirements<br>2015 79% of WE teachers meet GT training requirements   |



| Dropout Prevention |  |   |              |            |            |           | Exemplary   |
|--------------------|--|---|--------------|------------|------------|-----------|---|
|                    | Performance Measure  | Data Source   | Unacceptable | Acceptable | Recognized | Exemplary | Data Collection   |
| 1                  | Of at-risk students identified as needing a mentor, the percent assigned a mentor. | Campus<br>(Source Roxanna Bazuldua)                 | <50%         | 50%-60%    | 60%-70%    | >70%      | 22 Students identified as needing mentors<br>16 students assigned mentors<br>73% for 2016<br>48% for 2015<br><br>Significant parent volunteer program in classrooms |
| 2                  | Attendance Rates for At-Risk Summer School (Pre-K - 8th)                           | Campus<br>(Source Summer School Attendance Records) | <70%         | 70%-80%    | 80%-90%    | >90%      | 91% summer 2015<br>94% summer 2014  |

| Second Language Acquisition Program |   |   |   |   |   |   |   | Recognized  |
|-------------------------------------|---|---|---|---|---|---|---|---|
|                                     | Performance Measure   | Data Source   | Question  | Unacceptable                                  | Acceptable                                    | Recognized  | Exemplary   | Data Collection   |
| 1                                   | English Language Development Progress through TELPAS  | Campus<br>(Source TELPAS data)  | What Percentage of students progressed at least one proficiency level?                        | >39%  | 40-49%  | <b>50-59%</b>   | >60%  | 2015-2016 DATA<br>37 out of 71 students progressed at least one proficiency level from 2015-2016<br>52%<br>2014-2015 DATA<br>55 out of 79 students = 70%<br>2013-2014 DATA  |
| 2                                   | Teacher Preparation (Teachers trained in ELPS/ SIOP or ESL who have ELL students in their classrooms) | Campus<br>(Source:Campus bilingual leadership teams maintain records trained teachers as well as ELL students and check and maintain schedules accordingly) | How many teachers have been trained appropriately? How many teacher should have been trained? | Below 59% trained                             | <b>60%-74% trained</b>                        | 75%-89% trained   | 90%-100% trained  | <b>2016</b> 14 campus teachers are bilingual<br>17 campus teachers are ESL certified<br>67% total trained <b>2015</b> 19 campus teachers are bilingual<br>10 campus teachers are ESL certified<br>62% total trained |
| 3                                   | Inclusive community opportunities offered for ELL parents   | Campus<br>(Source Master Calendar)  | How many community opportunities are offered for 2nd Language Learner Families ?              | No events offered for ELL Parents on campus   | 1 event offered annually for ELL parents      | 2-3 events offered annually for ELL parents                       | <b>4 or more events offered annually for ELL parents</b>                | Tamaraca<br>Noche de libros<br>Cafecitos<br>ESL classes<br>RTI session in Spanish<br>Academia de Padres   |
|                                     | Proficiency Levels of 5th Grade Students in Spanish Language Programs (Spanish Immersion)             | Avant Stamp 4e Assessment Data<br>Novice 1-3<br>Intermediate 4-5<br>Advanced 6  | What is the average Spanish language proficiency for 5th grade Spanish Immersion students?    | Average Proficiency is Novice Low (1.0 - 1.9) | Average Proficiency is Novice Mid (2.0 - 2.9) | Average Proficiency is Novice High - Intermediate Mid (3.0 - 4.5) | <b>Average Proficiency is Intermediate High to Advanced (4.5 - 6.5)</b> | 2016-4.96<br>Mean of all 4 literacy areas (speaking, listening, reading and writing)<br>2013- 4.40<br>Mean of all 4 literacy areas (speaking, listening,  |
| 5                                   | Progress on STAAR Test  | Campus<br>(Source STAAR)  | What % of 3rd-5th Grade Bilingual Students score at Met or Exceeded Progress on STAAR         | < 50%   | <b>50-69%</b>                                 | 70-79%  | >80%  | 2016 Overall 54% Met or Exceeded Progress<br>2015 Overall 50% Met or Exceeded Progress<br>2014 Overall 40% Met or Exceeded Progress   |

| Compliance |                              |   |   |  |  |  | Exemplary  |
|------------|------------------------------|---|---|--|--|--|--|
|            | Performance Measure          | Data Source   | Unacceptable                            | Acceptable                                   | Recognized                                   | Exemplary                                | Data Collection  |
| 1          | Required Reports             | Campus<br>(Source Frank Alfaro)                     | <75% of data reporting requirements met | 75% - 84% of data reporting requirements met | 85% - 94% of data reporting requirements met | ≥ 95% of data reporting requirements met | Annual PEIMS submissions on time<br>NCLB compliance reports<br>Special education compliance reports<br>NCLB Highly Qualified compliance reports  |
| 2          | Academic Notices / Reports   | Campus<br>(Source Frank Alfaro)                     | <75% of data reporting requirements met | 75% - 84% of data reporting requirements met | 85% - 94% of data reporting requirements met | ≥ 95% of data reporting requirements met | Campus Improvement Plan containing required elements<br>Campus Comprehensive Needs Assessment (CNA)<br>State School Report Cards posted<br>STAAR Confidential Student Reports (to parents)   |
| 3          | Required Groups and Meetings | Campus<br>(Source Master Calendar)                  | <75% of data reporting requirements met | 75% - 84% of data reporting requirements met | 85% - 94% of data reporting requirements met | ≥ 95% of data reporting requirements met | Campus SBDM<br>Members on School Health Advisory Council (SHAC)<br>Fitnessgram Assessment grades 3-12  |
| 4          | Required student forms       | Campus<br>(Source Alamo Heights/Cambridge Web Site) | <75% of data reporting requirements met | 75% - 84% of data reporting requirements met | 85% - 94% of data reporting requirements met | ≥ 95% of data reporting requirements met | Home Language Survey: required for registration<br>Migrant survey: required for registration<br>Shots and Immunizations: required for registration<br>Free/reduced lunch forms: included in the packet; not required to for registration<br>Student Code of Conduct and Handbook required forms: required for technology use<br>(Source Alamo Heights/Campus Web Site) |

Alamo Heights Junior School  
Overall Rating for Performance  
In Community Engagement  
2015-2016

Overall Rating for Performance in Community Engagement  
 Alamo Heights Junior School  
 Alamo Heights Independent School District

| Category                         | Rating           |
|----------------------------------|------------------|
| Fine Arts                        | Exemplary        |
| Wellness and Physical Education  | Exemplary        |
| Community and Parent Involvement | Exemplary        |
| Workforce Development            | Recognized       |
| Digital Learning                 | Recognized       |
| Gifted and Talented              | Exemplary        |
| Dropout Prevention               | Recognized       |
| Second Language Programs         | Exemplary        |
| Compliance                       | Exemplary        |
|                                  |                  |
| <b>Overall Campus Rating</b>     | <b>Exemplary</b> |
| Principal Name                   | Laura Ancira     |
| Date                             | 6/22/2016        |

## Fine Arts

## Exemplary

|   | Performance Measure   | Data Source | Unacceptable   | Acceptable  | Recognized   | Exemplary  | Data Collection  |
|---|---|-------------|--|---|--|--|--|
| 1 | Enrollment of students in fine art courses  | Campus      | Less than 40% of students are enrolled in a Fine Arts course                     | 40 to 49% of students are enrolled in a Fine Arts course                  | 50 to 59% of students are enrolled in a Fine Arts course                         | <b>60% or more of students are enrolled in a Fine Arts course</b>          | Junior School has 1006 out of 1169 students in FA courses, 86%.                |
| 2 | Number of Programs with a parent support group (ei: Band, String, Choir, Arts, Theatre) | Campus      | 20.00%   | 40.00%  | <b>60.00%</b>  | 80% - 100%   | Friends of Strings, Band Booster, Choir Booster                                |
| 3 | Fine Arts UIL Competition Participation   | Campus      | Less than 70% of participating FA students involved in UIL or like competitions. | 70-79% of participating FA students involved in UIL or like competitions. | <b>80-89% of participating FA students involved in UIL or like competitions.</b> | 90-100% of participating FA students involved in UIL or like competitions. | JS % participation: 96% band; 100% strings; 53% choir                          |
| 4 | Performance/Special Assemblies/Public Performance opportunities Per Program             | Campus      | Less than 4 opportunities  | 4-6 opportunities   | 7-9 opportunities  | <b>10 or more opportunities</b>  | Band - 16; Strings - 8, Choir - 10, Art - 1, Theatre - 4-6                     |
| 5 | Number of Fine Art Pre-AP course offerings  | Campus      | 0 Pre-AP Course Offerings  | 1 Pre-AP Course Offerings   | 2 Pre-AP Course Offerings  | <b>3 Pre-AP Course Offerings</b>   | JS offers 3 Pre-AP Fine Arts courses which include: French, Latin, and Spanish |

## Wellness and Physical Education

## Exemplary

|   | Performance Measure   | Data Source | Unacceptable                            | Acceptable                           | Recognized                                  | Exemplary                                    | Data Collection   |
|---|---|-------------|---|--------------------------------------|---|--|---|
| 1 | percentatge of student body participating in athletics              | Campus      | less than 30% of students participating | 30-39% of students participating     | 40-49% of students participating            | <b>50% of students participating or more</b> | JS-62% of Eligible students (7-8 grade) participate in Athletics  |
| 2 | number of physical activity clubs available for students            | Campus      | 1 physical activity club available      | 2 physical activity clubs available  | 3 physical activity clubs available         | <b>4 physical activity clubs available</b>   | Golf, cross country, tennis, lacrosse, soccer, FLEX opportunities include Team Games, Physical Bootcamp, Ultimate Frisbee, Fun with Fitness   |
| 3 | clubs/activities that promote active character education            | Campus      | less than 3 clubs/activities available  | 3-4 clubs/activities available       | 5-6 clubs/activities available              | <b>7-8 clubs/activities available</b>        | 1- Character Ed Committee<br>2- Service Club (6th grade)<br>3- National Honor Society (cleaning)<br>4- Peer Tutors<br>5- Digital Citizenship Sessions<br>6- Student Council<br>7- Keys of Character<br>8 - Random Acts of Kindness through FLEX<br>9- Kindness Campaign |
| 4 | number of physical education course offerings available to students | Campus      | 0 physical education courses offered    | 1 physical education courses offered | <b>2 physical education courses offered</b> | 3 physical education courses offered         | JS offers Physical Education and Athletics which is consistent to other campuses with similar demographics (Garcia, Lopez)  |
| 5 | district wellness program involvement areas                         | Campus      | 1 areas                                 | 2 areas                              | 3 areas                                     | <b>4 areas</b>                               | Student Support and Intervention- 6 offerings<br>Parent Education and consulatation- 4 offerings<br>Staff Training and Empowerment- 3 offerings<br>Community Reinforcement- 2 offerings   |

## Community and Parent Involvement

## Recognized

|   | Performance Measure  | Data Source  | Unacceptable                                      | Acceptable  | Recognized   | Exemplary   | Data Collection  |
|---|----------------------|--|---|---|--|---|--|
| 1 | Community Engagement | Support for Alamo Heights Junior School PTO                                    | Decrease of > 15%                                 | Decrease of 1-15%   | Amount of Funds Raised remained the same or Increase of 1-2% | Increase of > 2%                                  | 2012-2013: \$71,316.00<br>2013-2014: \$86,187.97<br>2014-2015: \$69,891.63<br>2015-2016: \$82,210.14   |
| 2 | Family Engagement    | Number of participants at district family events- Showcase of Engaged Learners | Decrease of > 20% in total number of participants | Change of +/- 20% in total number of participants (Includes decrease of up to 19% and an increase of up to 19%) | Increase of > 20% - 39% in total number of participants      | Increase of > 40% in total number of participants | JS: (2012-13) 1 teacher / 2 students<br>(2013-14) 7 teachers / 18 students<br>(2014-15) 10 teachers / about 28 students<br>(2015-16) 12 teachers/ about 93 students                      |
| 3 | Communication        | Number of parents participating in Spring 2016 conferences                     | Less than 50% participation                       | 51- 70% participation   | 71- 89% participation  | 90-100 % participation                            | JS Numbers: about 80% of parents attended one or more sessions with a teacher  |
| 4 | Communication        | Number of back to school and next year's school informational sessions offered | 2   | 3   | 4  | 5   | The Junior School holds one 6th to 7th/7th to 8th parent night is held mid year along with two 5th to 6th parent nights. We have two back to school nights at the beginning of the year. |



| 21st Century Workforce Development |   |                                     |                         |                            |                                    |                         | Recognized  |
|------------------------------------|---|-------------------------------------|-------------------------|----------------------------|------------------------------------|-------------------------|---|
|                                    | Performance Measure   | Data Source                         | Unacceptable            | Acceptable                 | Recognized                         | Exemplary               | Data Collection   |
| 1                                  | Number of core content Pre-AP courses in which the percentage of students enrolled is over 50 | Campus                              | 1                       | 2                          | 3                                  | 4                       | English 6:65%, 7:74%, 8:74%<br>Science 6:74%, 7:60%, 8:74%<br>Social Studies 6:41%, 7:41%, 8:82%<br>Math 6:65%, 7:82%, 8:57%  |
| 2                                  | Percentage of students scoring at Advanced Performance Level on STAAR                         | Campus<br>(Source- 2016 STAAR Data) | > 10% of total students | 11% -20% of total students | <b>21% - 31% of total students</b> | > 40% of total students | 2016 data<br>6th: R- 27% & M- 24%<br>7th: R- 32% & M-1%<br>8th: R- 36% & M 15%<br><br>2015 data<br>6th: R-34%<br>7th: R-35%<br>8th: Alg 1-60%<br>R-42% S-20% SS-17% |

| Digital Learning Environment |   |             |  |  |   |  | Recognized  |
|------------------------------|---|-------------|--|--|---|--|---|
|                              | Performance Measure   | Data Source | Unacceptable   | Acceptable   | Recognized  | Exemplary  | Data Collection   |
| 1                            | Teacher Competency / Proficiency Rate<br>(% of teachers who meet district tech proficiency requirements.) | Campus      | <b>50% or more of teachers at each campus are LoTi Level 2 and below.</b>          | 50% of teachers at each campus are LoTi Level 3 and above.                           | 50% of teachers at each campus are LoTi Level 4a and above.                           | 25% of teachers at each campus are LoTi Level 4B and above.                                  | Tool: LoTi Survey (www.lotilounge.com)<br>Current Status: (Unacceptable) 2015-2016<br><br>46 Teachers surveyed. Level 3 and above = 15 teachers (33%)<br>Level 2 and below = 31 teachers (67%)  |
| 2                            | Student Technology Competencies<br>(Student scores on TA TEKS Assessment)                                 | District    | 20% or more students score Basic or Below Basic on TA TEKS Assessment              | 80% or more students score Proficient or Advanced on TA TEKS Assessment              | <b>85% or more students score Proficient or Advanced on TA TEKS Assessment</b>        | 90% or more students score Proficient or Advanced on TA TEKS Assessment                      | "Tool: Learning.com TechApps TEKS Assessment.<br>Current Status: (Exemplary) From May, 2015<br>323 students tested. 8th grade assessment:<br>Advanced = 30 (9%), Proficient = 253 (78%), Basic = 36 (11%), Below Basic = 4 (1%)<br><br>2014 Data<br>391 students tested. Current Status: (Exemplary)<br>From May, 2013 8th grade assessment: Advanced = 42 (11%), Proficient = 308 (79%), Basic = 34 (9%), Below Basic = 7 (2%) (JS average for Proficient and Advanced is 90%) |
| 3                            | Professional development digital learning environment opportunities PD sessions offered                   | Campus      | <10 professional development or learning sessions for digital learning environment | 10-15 professional development or learning sessions for digital learning environment | 16-20 professional development or learning sessions for digital learning environments | <b>&gt;25 professional development or learning sessions for digital learning environment</b> | JS held 25 professional Development for digital learning sessions on our campus   |

| Educational Programs for Gifted and Talented Students |   |             |   |   |  |   | Exemplary   |
|---|---|-------------|---|---|--|---|---|
|   | Performance Measure   | Data Source | Unacceptable  | Acceptable  | Recognized   | Exemplary   | Data Collection   |
| 1   | GT Teachers Meeting State GT Hours Requirements (6-8)   | Campus      | < 100% GT Teachers Meeting State Requirements   | 100% GT Teachers having the required 30 hours   | 100% GT Teachers Meeting State Requirements (30 foundation plus 6 annual hours)                      | <b>100% GT Teachers Meeting State Requirements (30 foundation plus 6 annual hours) + additional hours</b>     | 18/18 GT Teachers all meet State Requirements   |
| 2   | Parental Involvement Opportunities for GT Program Options (6-8)   | Campus      | Less than One Parental Involvement Opportunity during an academic year                                    | One Parental Involvement Opportunity during an academic year  | Two Parental Involvement Opportunities during an academic year                                       | <b>Three or More Parental Involvement Opportunities during an academic year</b>                               | GT Parent Informational Session<br>Showcase of Learning<br>Technology Showcase<br>Robotics<br>Science Olympiad<br>Science Bowl<br>Quiz Bowl<br>UIL<br>Dr. Who Club<br>Library Palooza<br>Chalk it Up (all of the above offer opportunities for parents to volunteer/watch students) |
| 3   | Extra curricular opportunities for in which students can interact outside the classroom with other GT students (Robotics, DI, Science Olympiad) | Campus      | No extracurricular activities offered for GT students   | 1 or 2 opportunities for extracurricular involvement  | 3 extracurricular clubs or opportunities for GT students   | <b>More than 3 extracurricular clubs or opportunities for GT students</b>                                     | Robotics<br>Science Olympiad<br>Science Bowl<br>Quiz Bowl<br>UIL<br>Dr. Who Club<br>Library Palooza<br>Chalk it Up<br>Multiple opportunities through FLEX time  |
| 4   | Classroom Teachers meet State GT Hour Requirements  | Campus      | Less than 50% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates yearly | 50% of Classroom Teachers meet the 30 hour foundational training plus additional 6 hour annual update | 60-70% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates annually | <b>80% of Classroom teachers meet the 30 hour foundational training plus additional 6 hour updates yearly</b> | 100% of classroom teachers meet the 30 hour foundational training plus the 6 hour updates yearly  |
| 5   | Percentage of secondary content courses that offer separate GT sections for GT students   | Campus      | Less than 60% of content courses offered in separate GT sections  | 60-70% of content courses offered in separate GT sections   | 80-90% of content courses offered in separate GT sections  | <b>100% of content courses offered in separate GT sections</b>  | Math, Science, English, and Social Studies GT courses are all offered   |

| Dropout Prevention |  |             |              |            |            |           | Recognized   |
|--------------------|--|-------------|--------------|------------|------------|-----------|--|
|                    | Performance Measure  | Data Source | Unacceptable | Acceptable | Recognized | Exemplary | Data Collection  |
| 1                  | Of at-risk students identified as needing a mentor, the percent assigned a mentor. | Campus      | <50%         | 50%-60%    | 60%-70%    | >70%      | 25 students of our at-risk students have been identified as in need of a mentor-6 have a community mentor. 24% |
| 2                  | Attendance Rates for At-Risk Summer School (Pre-K - 8th)                           | Campus      | <70%         | 70%-80%    | 80%-90%    | >90%      | Summer of 2015-91.4%   |
| 3                  | Percent of students participating in extra-curricular classes                      | Campus      | < 15%        | 15% - 25%  | 25% - 50%  | > 50%     | 100% of our students participate in extra-curricular classes through FLEX                                      |

| Second Language Acquisition Program |   |             |   |  |   |   | Exemplary   |
|-------------------------------------|---|-------------|---|--|---|---|---|
|                                     | Performance Measure   | Data Source | Unacceptable                                | Acceptable                               | Recognized                                  | Exemplary   | Data Collection   |
| 1                                   | English Language Development Progress through TELPAS  | Campus      | 5 or more points below the state average    | State Average                            | 1-4 points above the state average          | 5 or more points or more above the state average  | **Students who progressed at least one proficiency level from 14-15:<br>JS: 6-48% 7-21% 8-45%<br>State Scores: 6- 45% 7- 48% 8-47%  |
| 2                                   | Academic Achievement (Reading) of Monitor Students: Yrs 1&2 (Grades 3-10 - must meet minimum size)    | Campus      | 5 or more points below the state standard   | Region 20 Average                        | 1-4 points above region standard            | 5 or more points above region standard            | Academic Achievement (Level II Satisfactory) Grades 3-8 Reading and EOC English I and English II LEP Students: Region 20: 43.9%/ AHISD: 45.05% 2016 Data July 2016          |
| 3                                   | Teacher Preparation (Teachers trained in ELPS/ SIOP or ESL who have ELL students in their classrooms) | Campus      | Below 70% trained                           | 70%-79% trained                          | 80%-89% trained                             | 90%-100% trained                                  | Campus bilingual leadership teams maintain records of ELPS content/ SIOP and ESL trained teachers as well as ELL students and check and maintain schedules accordingly      |
| 4                                   | Inclusive community opportunities offered for ELL parents   | Campus      | No events offered for ELL Parents on campus | 1 event offered annually for ELL parents | 2-3 events offered annually for ELL parents | 4 or more events offered annually for ELL parents | Junior School Events: ESL for parents, ESL Parent Information Night (one in fall, one in spring), School Tours available in Spanish, Noche de Universidad, Project Infinity |
| 5                                   | Percentage of 7th and 8th graders enrolled in a language other than English                           |             | below 30%                                   | 30-34%                                   | 35-39%                                      | 40% or above                                      | 42% of 7th/8th grade students signed up for either Spanish, French, or Latin  |

| Compliance |                                      |             |  |   |  |  |  | Exemplary  |
|------------|--------------------------------------|-------------|--|---|--|--|--|--|
|            | Performance Measure                  | Data Source | Question   | Unacceptable                            | Acceptable                                   | Recognized                                   | Exemplary                                | Data Collection  |
| 1          | Required Reports                     | Campus      | What percent of these indicators were in compliance? | <75% of data reporting requirements met | 75% - 84% of data reporting requirements met | 85% - 94% of data reporting requirements met | ≥ 95% of data reporting requirements met | Annual PEIMS submissions on time<br>NCLB compliance reports<br>Special education compliance reports<br>Carl Perkins (CTE) compliance reports<br>NCLB Highly Qualified compliance reports   |
| 2          | Academic Notices / Reports           | Campus      | What percent of these indicators were in compliance? | <75% of data reporting requirements met | 75% - 84% of data reporting requirements met | 85% - 94% of data reporting requirements met | ≥ 95% of data reporting requirements met | District & Campus Improvement Plan containing required elements<br>District and Campus Comprehensive Needs Assessment (CNA)<br>State School Report Cards posted<br>Annual Performance Report including:<br>1. TAPR<br>2. PEIMS Financial Report<br>3. Campus Performance Objectives<br>4. Report on Violent or Criminal Incidents<br>5. THECB Report on Enrollment and Academic Performance<br>STAAR Confidential Student Reports (to parents) |
| 3          | Required Groups and Meetings         | Campus      | What percent of these indicators were in compliance? | <75% of data reporting requirements met | 75% - 84% of data reporting requirements met | 85% - 94% of data reporting requirements met | ≥ 95% of data reporting requirements met | District and Campus SBDM<br>School Health Advisory Council (SHAC)<br>Fitnessgram Assessment grades 3-12  |
| 4          | Required student forms               | Campus      | What percent of these indicators were in compliance? | <75% of data reporting requirements met | 75% - 84% of data reporting requirements met | 85% - 94% of data reporting requirements met | ≥ 95% of data reporting requirements met | Home Language Survey: required for registration<br>Migrant survey: required for registration<br>Shots and Immunizations: required for registration<br>Free/reduced lunch forms: included in the packet; not required to for registration<br>Student Code of Conduct and Handbook required forms: required for technology use   |
| 5          | General Governance Notices / Reports | Campus      | What percent of these indicators were in compliance? | <75% of data reporting requirements met | 75% - 84% of data reporting requirements met | 85% - 94% of data reporting requirements met | ≥ 95% of data reporting requirements met | TASB updates reviewed, adopted by Trustees, and implemented by staff   |

House Bill 5  
2015-2016

## 2015-2016 House Bill 5 Alamo Heights ISD Summary of Results

|                                     |  |
|-------------------------------------|--|
| <b>Celebrations</b>                 | <p>Participation in Showcase of Engagement reached an all-time high with over 660 student participants and 69 teacher volunteers.</p> <p>96% of <b>2016</b> high school seniors are attending college or university in the fall. In the class of <b>2015</b>, 93% of high school seniors attended college or university in the fall after graduation.</p> <p>As a result of successful campus goals, the number of elementary teachers with GT certification increased from 64% in 2014 to 85% in 2016.</p> <p>Spanish proficiency (Avant Assessment: reading, writing, speaking, listening) scores of Spanish Immersion students exceeded <u>both</u> AHISD scores from previous years and national comparison data of other Spanish Immersion programs.</p> <p>Funding from AHSF continues to exceed Exemplary \$500,00 threshold amount.</p>  |
| <b>Areas of Focus</b>               | <p>Attendance at elementary Back to School Nights was not as high as expected (77%). The heavy rains on the night of the Howard BTS nights and double scheduling of elementary and Junior School Back to School nights may explain the drop in parent participation.</p> <p>There was a drop in the percentage of Spanish speaking students who progressed at least one proficiency level on TELPAS when compared to 2014-15 and 2013-2014 levels. Within the 2016 scores there are a significant number (n=37) of students identified as both Limited English Proficient and Special Education. Specific strategies may be needed to address the needs of students with dual needs.</p> <p>The current number of mentors is inadequate to meet the needs of students identified as needing a mentor.</p> <p>Classroom teachers continue to rank themselves at the <i>Awareness</i> and <i>Exploration</i> levels on the Levels of Teaching Innovation Survey (LoTI). At these levels, technology is used primarily at lower levels of cognitive processing (remembering, understanding, applying). Digital resources are used by students for extension activities, enrichment exercises, information gathering assignments, or presentations that reinforce lower cognitive skill development. The Engaged Classroom rollout aims to shift technology use towards higher levels of student cognitive processing.</p> |
| <b>Feedback from DEAC</b>           | <p>There is robust parent involvement at the elementary level, but this drops off in secondary. Could systems be developed for scheduled conferences at the secondary level? Not all parents understand the process/reason for scheduling a cluster meeting.</p> <p>Overall, AH does quite well on the HB 5 survey. Could we set higher goals for ourselves?</p> <p>The low performance on LoTI stands out. There were questions about what this survey is actually measuring.</p>   |
| <b>Considerations for 2016-2017</b> | <p>In addition to attendance rates at Summer School, we can begin to track overall attendance rates by campus under Dropout Prevention.</p> <p>We will include peer mentor numbers into mentorship data (Summer Teen Helpers, Peer Tutors, High School Helpers)</p> <p>The number of parents at Back to School Night can be tracked through sign in sheets.</p> <p>Volunteer hours can be tracked through the Raptor System.</p> <p>Parent, teacher, and student survey data can be included for the 2016-2017 school year.</p> <p>Number of students achieving a B or better average in AP classes can be included in Workforce Development.</p>  |